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ABSTRACT

This booklet describes techniques for teaching reading with teacher-made materials to students with autism. A modified language experience approach built around the Dolch Basic Sight Word List is used, incorporating familiar names and words of importance for each child. Readiness skills are incorporated into the approach as well as an emphasis on word configuration and word ending and beginning sounds. Steps in introducing this method are outlined and ways to evaluate progress are discussed. Requirements in selecting material for improving reading comprehension skills are listed. Suggestions for adapting and adjusting commercial and teacher-made material are offered, along with suggestions for increasing reading comprehension skills using variety in content and presentation. A sample lesson involving a simple snack recipe is presented, with accompanying reading comprehension worksheets. Two other recipes are provided, as well as a form for recording learners' skills. (JDD)

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*The University Affiliated Program of Indiana*

# FUNCTIONAL PROGRAMMING FOR PEOPLE WITH AUTISM: A Series...

## READING

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Barbara Porco
1989

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Indiana Resource Center for Autism

Indiana University

# FUNCTIONAL PROGRAMMING FOR PEOPLE WITH AUTISM:
## A Series...

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# INTRODUCTION

When students with autism are interested in labels, letters and words and have sufficient skills to look at such materials, they are probably able to learn to read. Some students with autism have seemingly taught themselves to read. They pronounce words well and sometimes use "reading" as their self-stimulating activity. However, few of these students read with good comprehension. Teaching reading means teaching the entire process. When teaching a beginning reader, care must be taken to make the material relevant and within the individual's experience.

Students with autism have communication impairments and much commercial material deals with concepts and sentence structure beyond their level. Once a student understands that groups of letters form words which have meaning and groups of words form sentences which have meaning s/he can usually move to beginning reading material. Readers written for deaf children who have linguistic problems are sometimes useful. The following techniques will describe a method for teaching reading with teacher-made materials. A student who is already pronouncing words may need to go through this process to build the necessary meaning. Sometimes decoding with phonics or whole word naming is the only skill the student possesses.

Students with autism who can read have another means to receive information. Making reading applicable and usable as quickly as possible is important. Many of the students have visual-motor problems and are not good printers. However, learning to communicate through manipulation of letters or words by either ordering cards, typing, pointing to, or printing can be extremely useful. Students who do not talk but use augmentative/alternative communication (e.g. manual sign; communication boards) can sometimes learn to read. Reading can build language skills. It provides visual means to learn sentence structure and cues for speaking. This booklet is divided into three sections: HOW TO BEGIN (from Educating Autistic/Severely Handicapped Children Elementary Age, Project Educate staff of Indiana University Developmental Training Center, Bloomington, Indiana 198-); BUILDING COMPREHENSION I, II, III; and DEVELOPING A LESSON (a sample recipe with accompanying materials).

# HOW TO BEGIN

This is a modified language experience approach built from the Dolch Basic Sight Word List incorporating familiar names and words of importance for each child. Language is expanded as the child learns. Readiness skills are incorporated into the approach as well as an emphasis on word configuration, word ending and beginning sounds. The teacher introduces the information to the child or the small group. All information is introduced slowly, repetitively and with the use of pictures in order to reinforce learning. The steps to

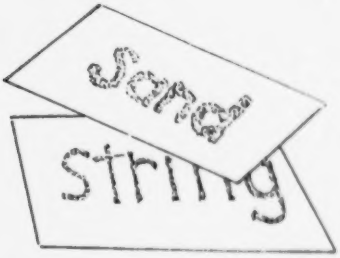
take in this process have been outlined on the following pages.

1. Each child is provided with her own special box in which she keeps crayons, pencils, sight words on flash cards and any reading sheets that she might have.

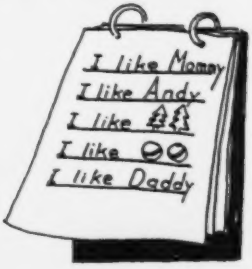
2. Names of classmates, brothers, sisters, Mommy, Daddy, and her name are most significant to a child. Introduce these first, taking cues from her. Do not go too fast. Interest and success are imperative. Draw pictures, pair with photos, wear names and make the words as meaningful as possible. If a child cannot learn these, he is not ready to proceed.

3. When the child has shown on three consecutive days that she knows the word, write it on a 2" x 6" strip. Punch a hole in the end and attach this to a ring or metal shower hook. This is now her record of words she can read. If a word that has been put on the loop is difficult for the child to remember, remove it after three days of failure to recognize. Success and interest is maintained rather than frustration. It is very rare that a child "loses" a word that has become important to her.

With some children, the use of kinesthetic materials is a great aid in initial learning. Words can be made with glue and string or glue and sand to provide the tactile material. Printing words a little larger helps these children trace with their fingers even with materials that are two-dimensional.




4. Once a few nouns have become definite reading sight words, add one or two meaningful verbs. The children can usually generate these. Some popular ones are "like," "love," "see," "eat," and "play." As you add the verb, also add the word "I". On a large chart of writing paper compose the sentences as the children generate them. Use drawings or pictures whenever a child wants to make a sentence which includes unknown sight words. In this lesson the emphasis is on the verbs not new nouns. It is important also to be sure the printing is correct and neat.




5. Continue to build the children's sight vocabulary by adding meaningful nouns. This can be done while engaged in important everyday tasks. If eating cookies is paired with the word cookies, or blowing bubbles with the word bubbles, these words are easy to retain for most children. Nouns seem to be easiest to learn when

with the picture or the action.

**"I like cookies" or "I like bubbles"**

6. Use the child's name and add "s" to the verb. Some children drop the "s" in speaking, but its presence should still be pointed out to them. Tom likes cookies. Jan likes Daddy.

7. The next step is to add an article such as "a". Once they have learned "a", you can introduce other articles and adjectives.

**I like a**

**Mommy likes a cookie.**

8. Now it is important to start varying the types of sentences during a lesson. Try to write groups of words many different ways. Print in large, black letters with accurate letter formation and leave adequate space between words. Many children do not understand the difference between words and sentences.

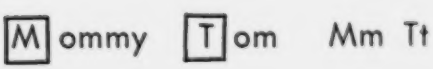
| |
|---|
| I like Mommy. |
| Mommy likes cookies. |
| Tommy eats cookies. |
| See Tommy eat cookies. |



7

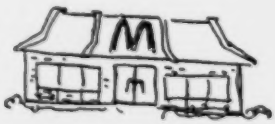
9. During this period, each word that has been learned is added to the loop. Make 3" x 5" cards for each child with her words printed on each one. Make separate cards for words ending in "s", and for words that may use the capital letter. Now the child can manipulate these cards to build her own sentences.

10. Teach alphabet letters as you teach words. Capitals are easiest and those in special names will be learned first. Remember to pair capital with small letters.




11. To provide motivation and interest, commercial products and symbols can be used. Letters are often learned from these.

**Go to**



# EVALUATE PROGRESS

At this point, the children have been exposed to a variety of words in a variety of sentences. Step 12 in the reading program is an evaluation check. You need to review with each child the child's progress to date.

It is possible that you will need to:

(1) Slow down when you are introducing words. Perhaps the child can only learn one new word every other day. Provide more practice and success.

(2) Increase awareness of words through finding words and letters in the environment. Take every opportunity to point out known words and letters when they appear on materials, boxes and games.

(3) Increase the amount of pairing you do when introducing a word. You will need to show the picture with the word more often or give more examples of the word in use.

(4) Read to the child more often to increase the child's receptivity to reading.

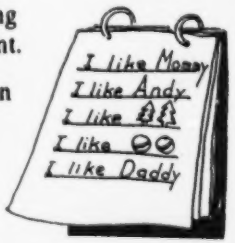
(5) Concentrate on one specific skill. In many cases, the child needs help with auditory discrimination. You may have to increase the number of "listening" lessons. At other times, a child may make progress just learning the letters of the alphabet and not trying to concentrate on words.

Now the children will be ready to absorb more information and do it at a faster pace. However, you will need to be sensitive to the times when individual children will need to proceed more slowly and with many repetitions.

13. Use large experience charts as the program builds. Put these on the walls or chart stand. When finished with them, roll them up and send them home. Use pictures on the charts.

14. Make booklets and pamphlets for children to keep as tangible evidence of success. Putting together all the stories for a week is sufficient.

15. Continue to read other books to the children but do not present commercial books for them to read until absolute success is guaranteed.



16. Skills and worksheet papers should be included as the program builds. Beginning sounds and making sense from the words should be emphasized.

**Jan _____ a cookie.**

**I _____ my** .

**Tawanna _____ here.**

**Mark _____ Alice.**

**eats is likes see**

Fine motor control should not be important in doing the paper. If a child has adequate fine motor skills, more printing can be encouraged, if she is interested. However, for many children this just becomes an additional stumbling block. Computers can also be used.

17. Further reinforcement may be necessary in group work to encourage on-task behavior. With a group of five children who had never experienced group work, penny cups were used and kept in each child's box. These were traded in on Fridays for prizes of the child's choice. A penny was placed in a child's cup for appropriate on task behavior. For one child; this may be arriving on time, for another, reading a sentence or following the story, for yet another it may be reading an entire story. Effort is rewarded. Whatever reinforcement system seems to be appropriate can be utilized.

18. When teaching more than two children, vocabulary games and flash card games become more appropriate. These are fun for most children and can be incorporated in any program. It is fun to play games and fun to succeed.

*Vicki was presented with words first, and eventually she learned to read sentences. The following sentences were first put on the large chart paper before she read them.*

I like Mommy.

I like Vicki.

I like Andy.

I like juice.

I like red

Play play

Andy plays .

I play .

Jennifer plays .

Vicki plays .

Tom and Lori play .

Vicki

Vicki is 7.

Vicki likes Mommy.

Vicki sees Andy.

Vicki eats cookies.

Vicki makes a .

I like Vicki.

Here is Vicki.

Here is Vicki's pretty hair.

Here is Vicki's mouth.

Here is Vicki's big

Here is Vicki's little

I can see Vicki's

I see Vicki's

I like Vicki.

See Vicki

*Some stories help Vicki learn about herself and about others.*

My my

I see my .

Andy sees my .

My Daddy likes .

My Mommy eats cookies.

Jan likes my Mommy.

?

Tom is 6.

Is Tom 6?

Vicki is funny.

Is Vicki funny?

My is red.

Is my red?

Tawanna plays with Jan.

Jan plays with a

Mark goes with Nancy.

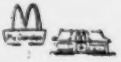
Alice sees a with a .

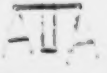
My is with my .

With with

I go to .

Andy likes to go see my .

Vicki likes to go to  .

I like to go  .

Go to a Andy.

Go go to To

I am mad.

No makes me mad.

Nancy said, "Go to green room" and

I am mad.

Kris said, "No, Vicki can not do the

dishes.

I am mad.

I cry.

I said, No. No.

I want to go.

*The teacher has tried to use the reading situation to help Nancy understand her emotions.*

No

I want 9 cookies.

No, 3 cookies.

Nancy wants a blue .

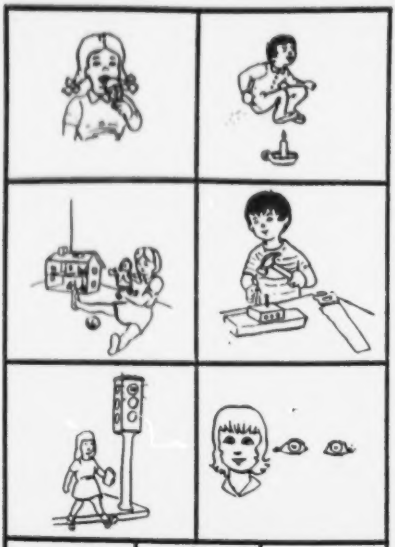
No, you have a yellow .

It is time to go to

No, I am playing.

It is time to go to yellow room.

No, I .



| eat | play | make |
|---|---|---|
| jump | go | see |

*Each child was told to circle the word or sentence that gives information about the picture in the box. For many children this was done with a teacher helping them to do each one, but others tried to complete the worksheet on their own.*

As indicated previously, the Dolch Word List was utilized to compile the sight vocabulary words. The children also generate words that they want to learn. The words are learned in an order that will:

1. allow the building of meaningful sentences as soon as possible.
2. provide words with a variety of beginning letters whenever possible.
3. provide some words with similar endings.
4. provide words with similar configuration.
5. make exciting, interesting material to read.

Abstract words are the most difficult. "Are," "have," "will," "with," "that," "is," are words students with auism often do not use. Past tense is difficult. These words need much practice and application. Concepts which are not part of the child's knowledge such as "big," "little," "who," "where," or "why," questions, and "my," and "your" may be pronounced, but not understood. Pairing the written word with the concept sometimes helps. Coordinating reading and language development is essential. Some students don't recognize a word as being the same if it starts with a large rather than small letter, such as Is/is, or Go/go.

Because many students with autism do not use s, ing, and ed endings, this construction must be taught.

There is a tendency to rush the students ahead to more difficult material. A student with a 150 to 200 sight word vocabulary can move into printed commercial material. Great care must be taken to select material which s/he can understand. Even if s/he never moves beyond typical first grade level, s/he can learn to read applicable, useful material. Reading can build communicative ability and should be encouraged.

Reading skills must be applied in meaningful situations in order to establish a reason to read. Some motivating and functional reading activities are:

1. Reading classroom information such as the lunch menu, weather, calendar, changes in the schedule and special events. Having this posted on the board daily can be a source of comfort and part of the outline for some students. It also provides a visual, structured means to begin to answer questions such as "What are we having for lunch?", or "Is it cold or hot out today?"
2. Reading restaurant menus and choosing from the selection. Sometimes making choices is the crucial problem when eating out. Also, reading TV schedules or daily schedules might be initiated.

3. Following written directions such as "Color," "Put an X on," or reading directions for a series of tasks to do independently.

4. Following a written sequence as in cooking or doing a chore. This helps keep the student on task and fosters independence.

5. Taking attendance.

6. Making stories or books about personal or future events (e.g., a change of school, a hospitalization, or a trip). By having pictures and words to review again, the event becomes something real. These stories can be made into the student's special book and as stories accumulate, the student can match pictures to the correct story to build comprehension skills.

This method for teaching reading outlines a procedure. Be innovative and experimental. Tailor the program to meet individual interests and needs. Be willing to experiment with it long enough for it to be effective. Tracking and attending can be taught simultaneously with reading if the material is motivating enough and pictures are used. As students move to commercial materials, great care must be taken to design methods to check comprehension. Questions often become too complex, sentence structure too long and involved and material often irrelevant. However, an increasing number of materials are appearing which can be adapted. Keep searching.

# BUILDING COMPREHENSION I

## SELECTING MATERIAL FOR IMPROVING READING COMPREHENSION SKILLS

**General Requirements in Selecting Material**

There is a need to provide for _____

1. SUCCESS
2. INTEREST OF THE STUDENT
3. CREATING, MAINTAINING AND FURTHERING STUDENTS'S INTERESTS
4. INDIVIDUAL LEVELS -- ACADEMIC AND BEHAVIORAL
5. I.E.P. OBJECTIVES

1. Provide for success - Material begins at a level within the student's capabilities:

- Structure of material must provide for success.
- Sequential steps in order of difficulty that increase at the student's pace are required.
- Materials need to have immediate checks to indicate success.

2. Consider interest of learner - Use materials that cater to student interests, age level and peer interests:

- Take into account the social maturity of the student.
- Select material on the basis of developing positive social behaviors and topics to use for interaction.

3. Create, maintain and further the student's interest by providing a variety of materials:

- Include daily schedules, timetables, calendars, bulletin boards, newspaper articles and advertisements, messages, letters and greeting cards; include activities which require following written directions such as recipes, model building, making puppets, origame' (paper folding), art projects and board games.
- Teacher made books and charts based on experiences provide an excellent source of reading material.
- Illustrations and pictures can be provided by students and matched to the test to assure comprehension of materials read.

4. Match level of material to student:

- Provide material to meet both the student's capacities and limitations in academic and behavioral areas.
- Provide reinforcement, e.g., stickers, doing the activity, earned free time, praise. Reinforcement of success helps motivate the student to move on to the next step.

5. Meet predetermined goals and objectives:

- Materials should be selected to meet predetermined long range goals and immediate objectives, e.g., Goal: will read menu and order a meal. Current objective: will read food names and match to pictures.

Only if such functional learning occurs can reading materials be classified as useful to the student.

- Reading materials must include variety in both content and presentation. Remember to relate whenever possible to daily activities, meaningful experiences and specific interest areas. Community based activities provide all of the above and lend themselves to subsequent classroom activities.

# BUILDING COMPREHENSION II

## CREATING AND ADAPTING MATERIAL TO MEET INDIVIDUAL NEEDS

The following suggestions are for adapting and adjusting commercial and teacher made material to provide appropriate material for students whose comprehension is low. The teacher needs to know where the student is in his/her program for any material to be a learning experience.
In making materials consider...

1. The student and his/her environment and provide:

- activities that are important to the student.
- activities seen by the parent as important to the student.
- activities at which s/he can succeed.
- activities that lead to future success, e.g., computer and typing skills adapted for the individual.

2. The focus of the lesson:

If the primary need is in reading comprehension, focus on reading for meaning by emphasizing language concepts and vocabulary development. If an activity is involved in a reading lesson, it is important to first focus on the reading, then to reread, following the activity step by step.

3. The clarity of written directions. To make directions clearer:

- Delete words in the original text and substitute with appropriate ones. Use liquid ink markers or paste over a strip if a large section is involved. Add or amend directions so that they are clear and concise. Highlight essential information with felt-tip markers.
- Add a box at the end of each direction so that the student checks the box as the direction is completed.

Teach students how to read directions. If the direction is presented in several sentences teach him to read and follow that part, read the next part and follow through until the directions are thoroughly understood.

4. Success in carrying out independent Read and Do activities:

Watch for appropriate commercial materials and use them whenever possible. Such material is usually attractively presented and boxed. If available, it is a time saver.

However, additional learning steps may need to be added or steps omitted since commercial materials are designed to be developmental and sequential. Since students with autism do not learn in developmental steps, it may be necessary to choose only those portions of commercial material which are a priority for that student based on long-term goals.

- Success with reading materials, even when adapted to suit the student may only be possible after guided practice to teach the format and build confidence in new material.
- Be sure to have the student perform the actions in response to verbal directions so that s/he is familiar with the activity before attempting a written exercise independently.
- Have the student verbalize each instruction prior to carrying it out.
- Simulate an activity so that tasks can be practiced, e.g. shopping. A classroom shop using real money can be set up followed by a trip to the supermarket.
- Have the student give instructions to others, e.g., "Tell the children it's snack time." "Tell Jimmy to grease the pan."
- Have the student interact with a peer who can interact and share. The student can give instructions of a well known activity to the peer and they can perform the activity in turns or together.

5. Care/use of non-consumable worksheets/cards:

Since appropriate materials can be difficult to find, it is important to prolong the life of such materials.

- Store in files/boxes.
- Use clear acetate over the card/worksheet. Purchase two workbooks so that appropriate pages can be cut out and used separately, adapting each page to the needs of the student. The pages can be slipped under plastic or laminated for protection and re-use.
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# BUILDING COMPREHENSION III

## SUGGESTIONS FOR INCREASING READING COMPREHENSION SKILLS USING VARIETY IN CONTENT AND PRESENTATION

Many of the following activities allow for group interaction sessions.

Whenever possible provide pictures to make material attractive. Provide a simple format for materials. Find a method of presentation (format) which is easily prepared by the teacher and understood by the student.

- Stick to the same format but vary the content until the need is seen to introduce a new format. This enables the learner to develop success and independence in activities such as Read and Do worksheets.

**Daily Schedules** - Use either individual or group information to provide daily schedule content.

- Present the Chalkboard: Teacher writes the daily schedule on the chalkboard. Some words are erased to provide a cloze exercise. Complete as a group orally or as a written individual exercise.

The daily schedule left on the chalkboard serves as a reminder to students of events of the day.

- Present on paper: The daily schedule may be typed out or written. Some students may use an individual copy to check off activities throughout the day.

Make a carbon copy of the daily schedule so that one copy may be sent home for parent information or used as a sequencing exercise by cutting up into sections for the students to reassemble. The original copy serves as a check.

**Calendars** - Use either a weekly or monthly calendar, depending on the understanding of the student. Have students mark in birthdays, special days and activities.

**Bulletin Board** - Use a current topic of interest. Provide pictures with short descriptions. Change the board regularly to maintain interest. Have questions posted to make an "active" bulletin board.

**Message** - Ask the student to take an oral or written message to another teacher or peer with as many directions as the student can cope with successfully. The student presents the message orally but initially carries a written copy as a check. Arrange with the other teacher prior to the messenger's arrival so that the task can be evaluated.

**Newspaper Articles** - These provide an opportunity to discuss community and world events. The teacher selects appropriate articles at first. Later the student looks through the newspaper, chooses an article and reads for the main idea. S/he then pastes the article into a class weekly bulletin book or on the bulletin board. Other objectives include highlighting main ideas in the article and reporting orally to classmates and/or in a written summary. Chunking relevant words with a highlighter may help students read a more difficult article of high interest to that individual.

**Newspaper Advertisements** - Students cut out advertisements and answer teacher or student made questions.

**Letters** - Students write and send a letter to a person who is absent. This exercise may be a group exercise with the teacher writing the students' contributions on the chalkboard. One student may write or type out the letter and the envelope. Students write letters to receive free information on a topic of interest.

**Greeting Cards** - Students make a card for someone celebrating a birthday. Take advantage of special days such as Easter and Valentine's Day.

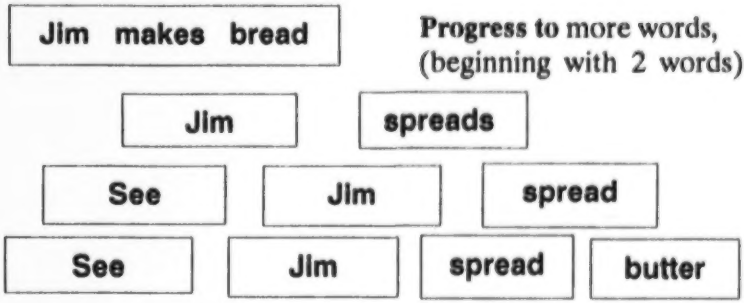
**Poems, Songs** - Familiar, popular poems and songs can be typed out and illustrated by the students. Present in small booklets for class readers.

**Experience Books** - Provide a wealth of experiences for the students and make up books based on their own experiences. Photographs taken by students, peers or teachers, add to interest.

Encourage the reading of these books by using charts or bulletin boards to show the number of books read. Include questions at the end of each book to be answered on another paper by the reader.

**Sequence Sentences** - Use current reading materials such as the daily schedule, instructions for recipes and messages. Use one short sentence initially and progress to longer sentences.

Cut the sentence into two parts - student matches in correct sequence, e.g.,




Store the sequencing materials in clear plastic sandwich bags.

**Sequencing Stories** - Use poems, songs, and stories made by the student and teacher. The student sequences parts in the correct order. Begin by presenting two sections: (1) first line, (2) main body, (3) last line.

**Sentence Completion** - Given a sentence beginning and a choice of sentence endings the learner circles or writes the appropriate ending. Ensure mastery at each level before progressing to more difficult examples:

Type 1

1. Jim spreads the _____ butter knife.
2. See Jim _____ chair spread.

Type 2

Jim spreads the _____ butter rain barn

**Picture/Phrase Matching** - Student correctly matches a phrase to a given picture. Use photographs from home and classroom activities, pictures from magazine and newspaper advertisements. Determine the needs of each individual. Progress from current levels in step by step fashion:

- Given one photograph and two phrases, student chooses the correct phrase.
- Given two paragraphs and one phrase, student matches correctly.
- Given three photographs and three phrases, student matches correctly.

For example: we make, we bake, we taste

- Proceed to matching sentences (perhaps in individual "books" that grow each day).
- Match pictures to short stories with increasing similarity of choices.
- Sequences pictures/sentences to tell a story.

**Incorporate Spelling and Writing** - Write a word, sentence, story to match a picture. Take a spelling test on words in reading lessons. Write sentences using spelling or vocabulary words.

**Keyboards and Comprehension** - The comprehension activities above can be incorporated into teaching keyboard and word processor skills. The student types sentence completion, sequenced sentences, summaries, stories, letters, spelling words, sentences using a typewriter and/or computer.

Students who then prefer not to write, often because it is difficult for them to learn, work by contingency, e.g., "Write your spelling test; then use the computer to put words in sentences."

**Note: Some of the ideas in Building Comprehension and the following recipes came from Ways to Make Willing Workers and Improving Reading Comprehension Skills of Children with Autism/Severe Handicaps, unpublished manuscripts by Sylvia Byers, 1981.**

## DEVELOPING A LESSON

The following set of materials is meant as an example of reading for a purpose with built-in motivation, comprehension exercises/independent worksheets.

"Fancy Crackers" is one simple recipe with accompanying comprehension worksheets that can be reproduced, reused and adapted. Creating a file of recipes/worksheets from simple to complex can provide an endless variety of meaningful, i.e., usable reading materials.

Similar packets can be built around other activities which begin with reading, following directions, e.g., art projects, simple model assembly, and games.

Keeping a record of the student's progress not only allows ongoing assessment/evaluation but also shows the areas which need further emphasis, stronger reinforcement etc. See sample: Record of Learners Skills following the "Fancy Crackers" sample recipe and worksheets. Additional record sheets could include the student's progress on the various reading comprehension exercises.

## SAMPLE RECIPE 1 - SNACK

## FANCY CRACKERS

| INGREDIENTS | UTENSILS |
|---|---|
| crackers | knife |
| margarine | plate |

Decors or Jimmies (colored "sprinkles" used in decorating cookies)

Directions

Wash your hands.
Get a cracker.
Spread the cracker with margarine.
Spread more crackers.
Put them on the plate.
Sprinkle the crackers with the decors or Jimmies.
Tidy up. Snack is ready.

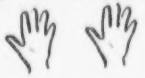
## FANCY CRACKERS ACTIVITY WORKSHEET
## PREDICTING WHAT WOULD HAPPEN IF

Directions: Read the question. Find the answer. Write its number next to the question.

| What happens if: | Answer: |
|---|---|
| We hurry with our job? | 1. We will not cut our finger. |
| We take care when using a knife? | 2. We put the food on the plate. |
| We have some food and a plate? | 3. We get the job finished. |
| We sprinkle Jimmies or decors on crackers with margarine? | 4. The room will be clean and tidy. |
| We clean up after we cook? | 5. We make Fancy Crackers. |

## FANCY CRACKERS WORKSHEET ACTIVITY - CLOZE
### (picture clue)

Directions: Write a word in each space. The picture will help you.

1. Wash your _____  before you cook.

2. Spread the margarine with a _____ .

3. Sprinkle some decors on the _____ .

4. Put Fancy Crackers on a _____ .

## FANCY CRACKERS ACTIVITY WORKSHEET

### TRUE or FALSE, YES or NO

Directions: Write True or False, Yes or No in the blank.

1. _____ Fancy Crackers have something "fancy" on them.
2. _____ Spread margarine on crackers.
3. _____ Throw all the crackers in the sink.
4. _____ Wash your hands before you prepare the food.
5. _____ Spread the margarine with a spoon.

## FANCY CRACKERS ACTIVITY WORKSHEET

### CLASSIFYING

Directions: Circle the correct answer or answers.

| | | | | |
|---|---|---|---|---|
| 1. | Which ones do we eat for snack? | cracker | celery | soap |
| 2. | Which ones do we spread? | margarine | juice | peanut butter |
| 3. | Which ones can we drink? | bread | milk | juice |
| 4. | Which one can be washed? | recipe | hands | Fancy Crackers |

## ACTIVITY WORKSHEET - CLASSIFYING

| INGREDIENTS | UTENSILS |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

## ACTIVITY WORKSHEET - DECISION MAKING

Directions: Circle the best answer.

| | | | |
|---|---|---|---|
| 1. | We wash our hands | in the juice | before we make Fancy Crackers. |
| 2. | We can spread... | milk | margarine. |
| 3. | We can sprinkle... | margarine | Jimmies |
| 4. | We put Fancy Crackers... | on a plate | on a chair. |
| 5. | We eat... | the knife | Fancy Crackers. |

Other worksheets can be developed to meet individual needs. In addition to the sample worksheets on prediction, cloze, true/false, classification, and decision making, worksheets might include:

- Matching
- Fill-in-the-blank (reading/spelling/writing)
- Sequencing the directions
- Question and answer
- Meaning and "making sense"
- Definitions

As the student becomes more proficient at reading, following directions and completing worksheets the recipes/directions can become more complex. As the reading and the follow-up worksheets become more complex the students at the same time must be gaining independence. (See notes to the student which encourage independence and two sample recipes of increasing complexity.)

By the end of the year, students will have accumulated a recipe book which they can categorize and reproduce on a typewriter or word processor. Their books can be gifts to themselves and their families as tangible evidence of growth in reading, reading comprehension, and functional application.

# INCREASING INDEPENDENCE

Notes to the student:

[A] There are two parts to most recipes...

1. The first part tells you what you need to make the recipe - ingredients and utensils.

2. The second part tells you how to put the ingredients together and how to cook them - directions.

**COLD CHOCOLATE DRINK RECIPE**

| INGREDIENTS | UTENSILS |
|---|---|
| chocolate mix | spoon |
| milk | glass |

Directions:

1. Pour milk into glass.
2. Add 2 teaspoons chocolate mix.
3. Stir well.

[B] Before using a recipe...

1. Be sure to read the recipe carefully.
2. Be sure you have all the ingredients you need.
3. Be sure you understand how to follow the directions.
4. Be sure to have the right utensils.
5. Be sure to follow the recipe carefully.

[C] Before you cook...

wash and dry hands

clean the work area.

[D] After you cook...

clean up

wash and dry dishes

pack away.

[E] Individual Cook-books...

Cook-book - Use a file or folder for your recipes.

New words - List words you learn the meaning of on a special page.

Recipes - Photocopy or type out recipes. Add them to your file.

[F] Charts

Help make charts to remind you what to do.

Make charts for cleaning up, washing, and drying dishes, packing away.

[G] Learn to be a good cook...

Read and follow directions.

Enjoy yourself.

# RECORD OF LEARNERS' SKILLS

Check if mastered and comment on assistance needed for each step. Write how the student was motivated to do the task. Check home and/or school and the date. Note recipe used.

| Activity: Snack<br>Name: _____<br><br>Beginning Date:<br>____/____/____ | Mastery Date | Motivation* | Comments* |
|---|---|---|---|
| **Food Preparation**<br>Locates card/chart. Snack Recipe<br>Reads directions.<br>Completes task fully. | | | |
| **Juice Preparation**<br>Locates card/chart.<br>Reads instructions.<br>Follows directions.<br>Completes task fully. | | | |
| **Table Setting**<br>Locates card/chart.<br>Follows directions.<br>Places items appropriately.<br>Prepares a neat table. | | | |
| **Clean up**<br>Locates card/chart.<br>Reads & follows instructions.<br>Leaves a tidy snack area. | | | |

*E.g. motivated by contingency: "Follow written directions, then eat food."
*E.g. works best when paired with a cooperative peer.

# RECORD OF LEARNERS' SKILLS

Check if mastered and comment on assistance needed for each step. Write how the student was motivated to do the task. Check home and/or school and the date. Note recipe used.

| Oven/Recipe Name: _____<br>Beginning Date: ____/____/____ | Mastery Date | Motivation | Comments |
|---|---|---|---|
| **Oven** | | | |
| Uses controls properly. | | | |
| Opens oven door. | | | |
| Places food in oven. | | | |
| Removes food from oven. | | | |
| **Oven mitts** | | | |
| Puts on. | | | |
| Holds on hand. | | | |
| Uses properly. | | | |
| **Recipe** | | | |
| Finds correct recipe. | | | |
| Places recipe card on clipboard. | | | |
| Follows directions. | | | |
| Prepares complete recipe. | | | |

## SAMPLE RECIPE 2

## COOK/BROIL

## CINNAMON TOAST

| INGREDIENTS | UTENSILS |
|---|---|
| 1 teaspoon cinnamon | knife |
| 3 teaspoons sugar | plate |
| margarine | small bowl |
| bread slices | |

Directions:

1. Mix the cinnamon with the sugar in the small bowl.
2. Toast the bread on one side under the broiler.
3. Take out the broiler pan and toast.
4. Turn the bread.
5. Butter the side that is not toasted.
6. Sprinkle the cinnamon and sugar over the margarine.
7. Toast the buttered side under the broiler.
8. Turn off the broiler.
9. Take out the pan and stack the Cinnamon Toast on a plate.

## SAMPLE RECIPE 3

## COOK/BAKE

## BAKED BEANS

| INGREDIENTS | UTENSILS |
|---|---|
| 1 large can baked beans | can opener |
| 1/2 cup brown sugar | spoon |
| 1 small onion (chopped) | baking dish |
| 1/2 green pepper (chopped) | |
| 6 tablespoon catsup | |
| 1 teaspoon mustard | |
| 1 cup grated cheese | |

Directions:

1. Turn oven knob to Bake 350 F.
2. Open can baked beans.
3. Empty into baking dish.
4. Add sugar.
5. Add chopped onion and pepper.
6. Add mustard and catsup.
7. Mix all together.
8. Sprinkle the cheese over the mixture.
9. Put into the oven.
10. Bake for 45 minutes.
11. Turn off oven.

Note: The ingredients can be varied by deleting some or adding chopped carrot, celery or cooked hamburger.